



THE WORLD IS CHANGING.
MEET THE FUTURE.

AASA 2010 National Conference on Education – Showcase Session Phoenix, Arizona February 11-13, 2010

Response to Intervention as an Organizing Framework: Who, What, Why and How

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Colorado Springs School District 11
Colorado Springs, Colorado

Session Objectives

- ~ **A Beginning Look at Applying an RtI Framework/Establishing the Urgency**
- ~ **RtI Across Levels of a System-Specific RtI Efforts in Elementary And Secondary Schools**
- ~ **Components to Successful Implementation of the RtI Framework in a District**
- ~ **Professional Development/Data Management/Funding/Systems Change**
- ~ **Results/Next Steps**



Success for ALL Students



Response to
Intervention:

Response to
Instruction



Framework to Increase Student
Learning and Close the Gap

RTI Action Network Definition of RTI

RTI is a multi-tiered, collaborative approach to providing academic and behavioral supports to struggling learners at increasing levels of intensity. RTI can be used for making decisions about general, compensatory and special education, resulting in a well-integrated and seamless system of instruction and intervention directed by student outcome data and matched to student needs. It has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy and relevance of special education evaluations.



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Background

- 2004 IDEA* and NCLB* authorizes RtI
- The *Exceptional Children's Educational Act* (effective December 30, 2007) requires a plan describing how the revised SLD* criteria within an RtI model will be implemented.
- School District 11 Board policy adopted Sept 2008
- Colorado mandates beginning Aug 2009

*Individuals with Disabilities Education Act

*No Child Left Behind

*Specific Learning Disabilities

RtI History

- Increased concern about the continuing rise in the number of students identified as learning disabled.
- 2001 U.S. Department of Education - the Response to Intervention process was endorsed to identify and address learning needs in students as early as possible in their educational experience.

RtI History

- Congress passed the Individuals with Disabilities Act of 2004 authorizing local educational agencies to use RtI.
- A multi-tiered intervention option is recommended as a means to integrate educational problem-solving across educational levels, consistent with IDEA and NCLB and scientific research.
- Discrepancy Formula disappears as of August 15, 2009.

The D11 Story

Historical Perspective for D11



Colorado Springs District 11 Spring 2008 RtI Implementation Status

FALL 2007 STATUS

13 Adoption Readiness Sites
9 Elementary 1 Middle 3 High

31 Initial Implementation Sites
24 Elementary 5 Middle 2 High

3 Best Practice Sites
2 Elementary 1 Middle

9 Exemplar Sites
6 Elementary 1 Middle 2 High

Fall 2007 Exemplar Sites
High/Mid: Chipeta, Hunt,
Trailblazer, Holmes
Low: Carver, Stratton, Whittier,
Mitchell, Palmer

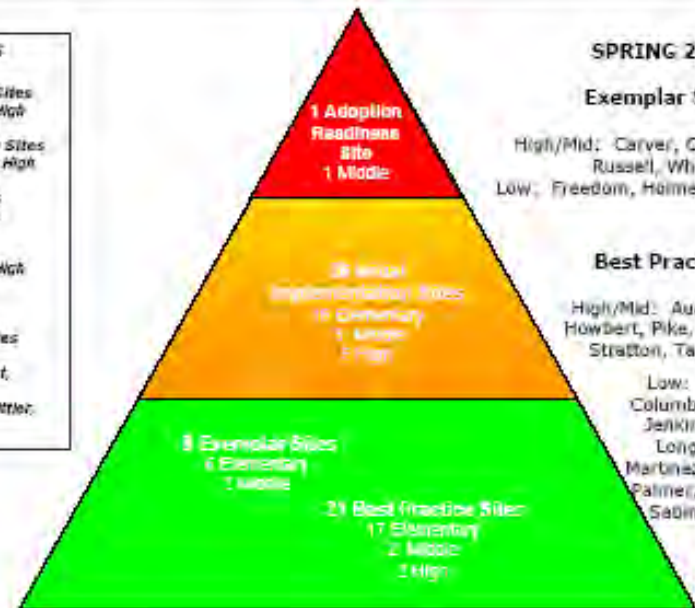
SPRING 2008

Exemplar Sites

High/Mid: Carver, Chipeta, Hunt,
Russell, Whittier
Low: Freedom, Holmes, Trailblazer

Best Practice Sites

High/Mid: Audubon, Bates,
Howbert, Pike, Rogers, Rudy,
Stratton, Taylor, Wilson
Low: Bristol,
Columbia, Grant,
Jenkins, King,
Longfellow,
Martinez, Mitchell,
Palmer, Penrose,
Sabin, Twain





Colorado CSAP Composite Score Comparison

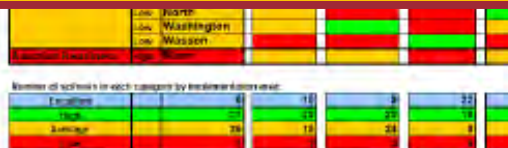
Composite Scores for SY 03-04 to SY 06-07 for the Large Colorado Districts

Sorted by Composite Score Point Gain

District	Pupils	% FRL	03-04 Comp %	04-05 Comp %	05-06 Comp %	06-07 Comp %	Point Gain 04→ 07
Colorado Springs 11	28,366	42.45%	53.14	56.52	57.53	58.54	5.40
Denver County 1	66,205	64.47%	30.04	32.43	33.63	34.24	4.20
Academy 20	20,038	7.23%	73.88	75.76	74.64	75.92	2.04
Boulder Valley RE 2	26,768	17.79%	69.52	71.75	71.38	71.27	1.75
Poudre R-1	23,847	24.85%	68.11	68.80	68.08	69.67	1.56
Douglas County RE 1	47,338	4.31%	71.64	73.60	73.17	72.80	1.16
Mesa County Valley 51	20,011	30.26%	55.45	57.43	56.05	56.36	0.91
Adams-Arapahoe 28J	31,198	53.94%	33.42	34.77	33.90	34.31	0.89
Jefferson County R-1	80,635	24.07%	63.33	64.59	63.26	63.81	0.48
Cherry Creek 5	46,915	19.72%	65.61	67.00	65.88	65.66	0.05

How Can the School Board Have Impact?

- Implement a Board Policy
- Explore and Provide Financial Support
- Get Involved (RtI /PBS District Leadership Team)
- Monitor Short and Long Term Goals
- Monitor Implementation/Fidelity
- Build Capacity and Sustainability



English	25	20	15	10
Math	20	15	10	5
Science	15	10	5	0
Social Studies	10	5	0	0

**Monitor
Implementation/Fidelity**



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Board Policy

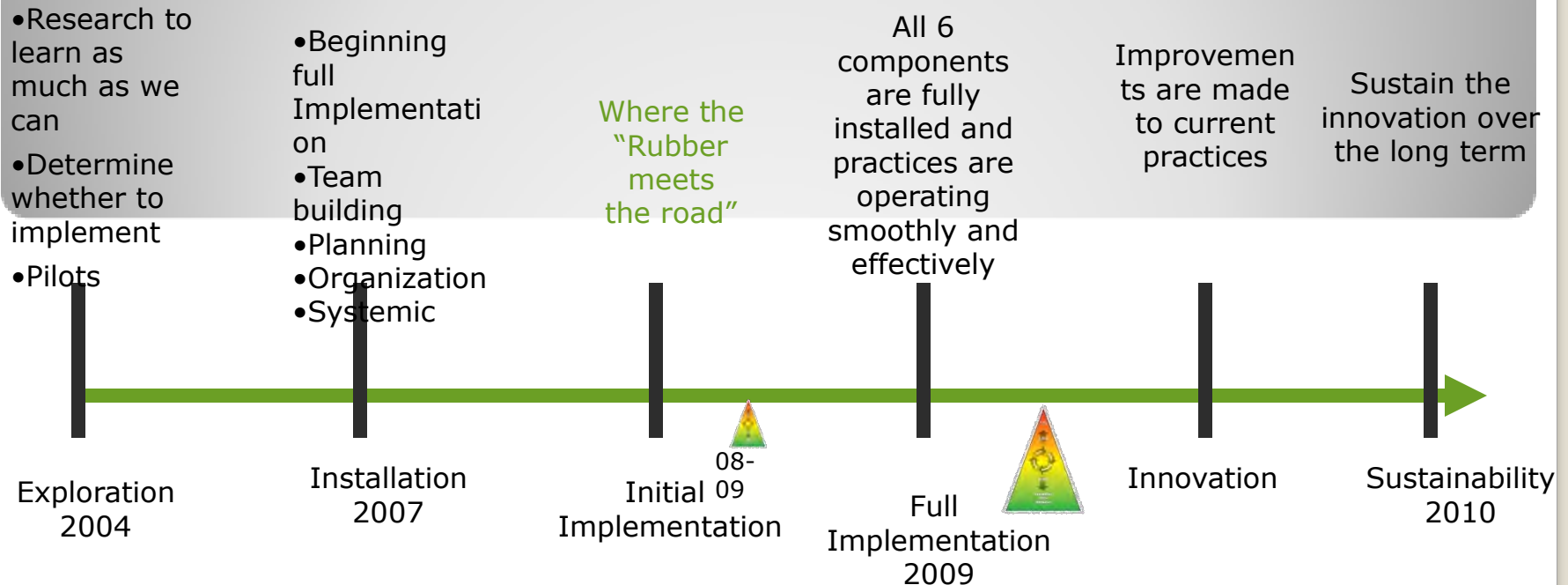
PLAN: 100 % of D-11 Best Practice sites will fully implement the RtI model by August 2010



Student group	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Part, Proficient, & Advanced ¹		Percent Tested		Percent Part, Proficient, & Advanced ¹		Advanced Performance Reading ¹		Advanced Performance Mathematics ¹	
	Goal: 95%		Goal: 82.69%		Goal: 95%		Goal: 83.64%		Goal: 1.10%		Goal: 1.10%	
	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.87	90.39	87.63	100.00	99.97	93.45	90.62	9.00	7.60	31.20	27.60
African American	100.00	99.93	86.90	79.73	100.00	99.98	88.16	80.50	4.00	2.80	15.30	13.10
American Indian/ Native Alaskan	100.00	100.00	89.29	82.65	100.00	100.00	93.53	86.55	7.90	3.70	26.10	18.40
Asian/Pacific Islander	100.00	99.63	96.90	92.48	100.00	99.77	98.60	95.67	17.10	11.00	51.40	44.00
Hispanic	100.00	99.64	84.49	76.87	100.00	99.93	89.18	83.13	5.00	2.30	19.50	12.30
White	100.00	99.99	93.88	93.60	100.00	99.99	96.47	95.21	11.90	10.70	38.80	35.80
Students with Disabilities	100.00	99.96	61.43	57.61	100.00	99.99	75.90	66.23	1.50	1.30	7.50	7.30
English Language Learners	100.00	99.30	80.75	70.49	100.00	99.81	88.06	80.12	3.20	1.70	16.70	11.20
Economically Disadvantaged	100.00	99.75	84.09	77.89	100.00	99.93	88.86	83.31	3.80	2.30	17.50	13.00



RtI Timeline for School District 11



Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring).

Implementation:

The missing link between research and practice. *The APSAC Advisor*, pp. 4-10.



RtI DO



**The District
Will:**

**3. Provide Ongoing
Professional
Development**

**1. Develop Pilot
Exemplar Sites**

**2. Determine Research
Based Interventions and
Instructional Best Practices**





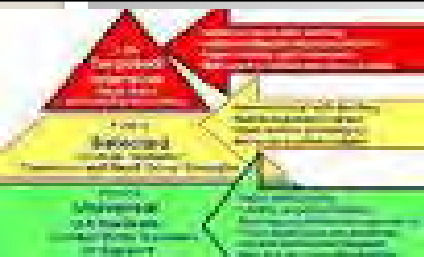
RtI: DO



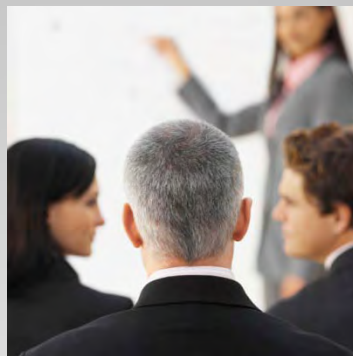
4. Ensure Fidelity



5. Identify Dynamic Pyramid of Interventions



7. Identify Appropriate Assessments



8. Identify Appropriate Resources



6. Create a District Leadership Team



9. Set Goal Team/PLC Expectations

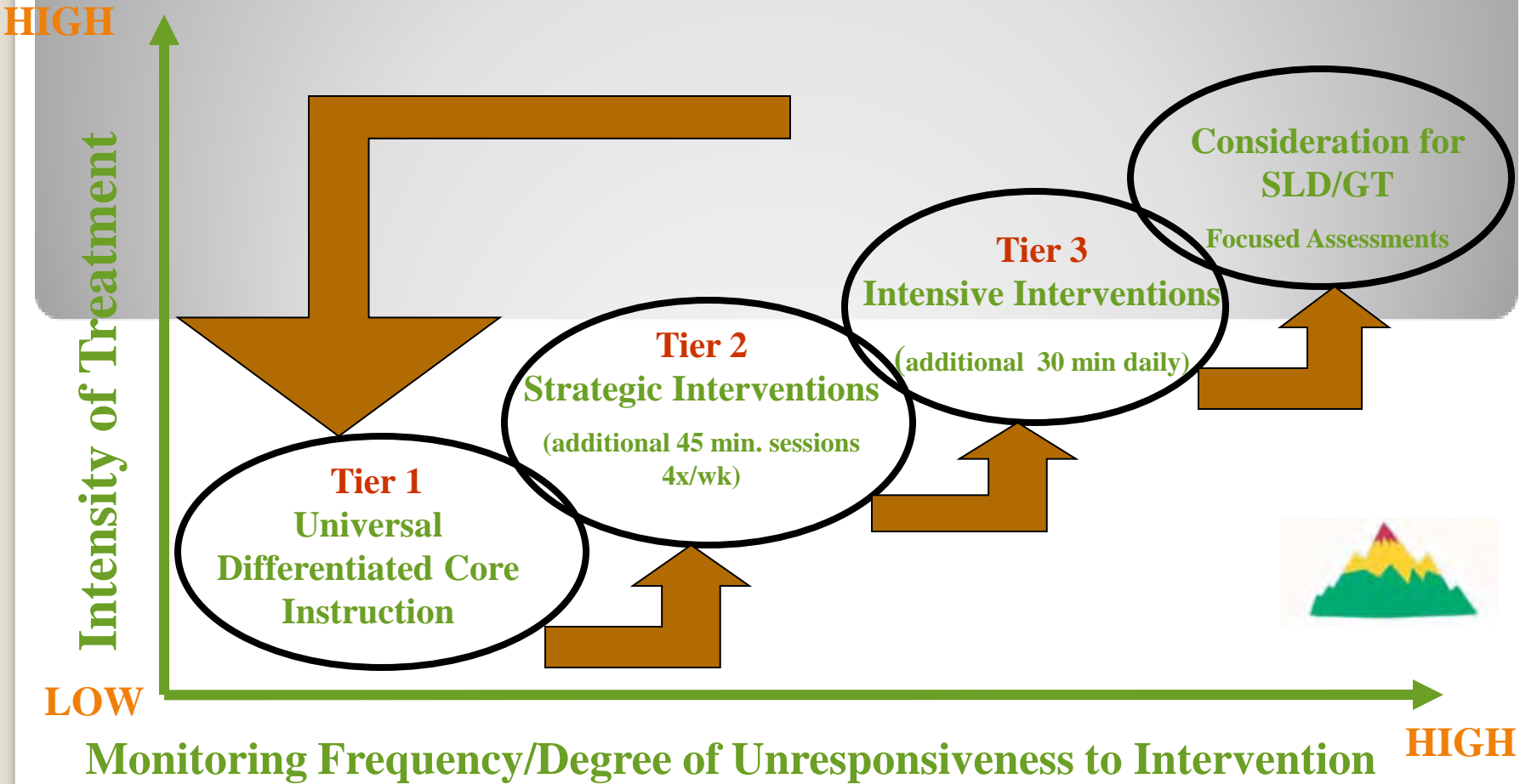


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Response to Intervention Model

Colorado Mandate 2009

Process





Six Major Components

Leadership

Curriculum and Instruction

School Climate and Culture

Problem Solving Process

Assessment and Use of Data

Family and Community Involvement



Leadership

(1.0 Leadership)



- Principals and District Leadership understand & embrace the essential components
- Prioritize resource allocation to support the effort
- Guide the implementation through significant systemic changes
- Provide professional development
- Establish a long term commitment of resources and time



Curriculum & Instruction

(2.0 Strategic Planning)



- A three-tiered system designed to meet the needs of ALL students
- Curriculum based on state standards
- Researched based high quality instruction

School Climate & Culture

(5.0 Human Resource Focus)



- Positive school climate
 - Respectful & responsible behaviors actively taught & encouraged
 - Continuum of PBS available to all students
 - Displays of appropriate social behavior are more likely
 - Rates of rule violating behavior minimized
 - Academic engagement & achievement maximized

Positive Behavior Approach (PBS)

(5.0 Human Resource Focus)



- **School-wide** common approach to discipline
- **Positively stated expectations** for all students and staff
- Procedures for **teaching expectations** to students
- A continuum of procedures for **encouraging demonstration and maintenance** of these expectations
- A continuum of procedures for **discouraging rule-violating behavior**
- Procedures for **monitoring and evaluating** the effectiveness of the discipline system on a regular and frequent basis





Problem Solving Process

(6.0 Process Management)

- Develop academic and behavior intervention strategies
- Ensure that interventions are implemented with fidelity
- Full collaboration among a team of professionals along with parents
- Use of data to guide decisions and frequently monitor progress



- Identify academic and behavioral needs of individual students
- Inform the problem-solving process
- Design and modify instruction to meet student needs
- Evaluate the effectiveness of instruction at different levels of the system

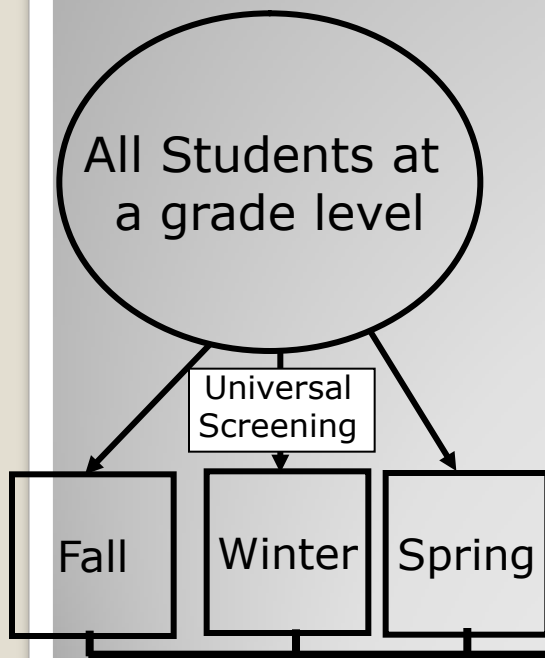


Assessment and Use of Data

(4.0 Measurement, Analysis and Knowledge Management)

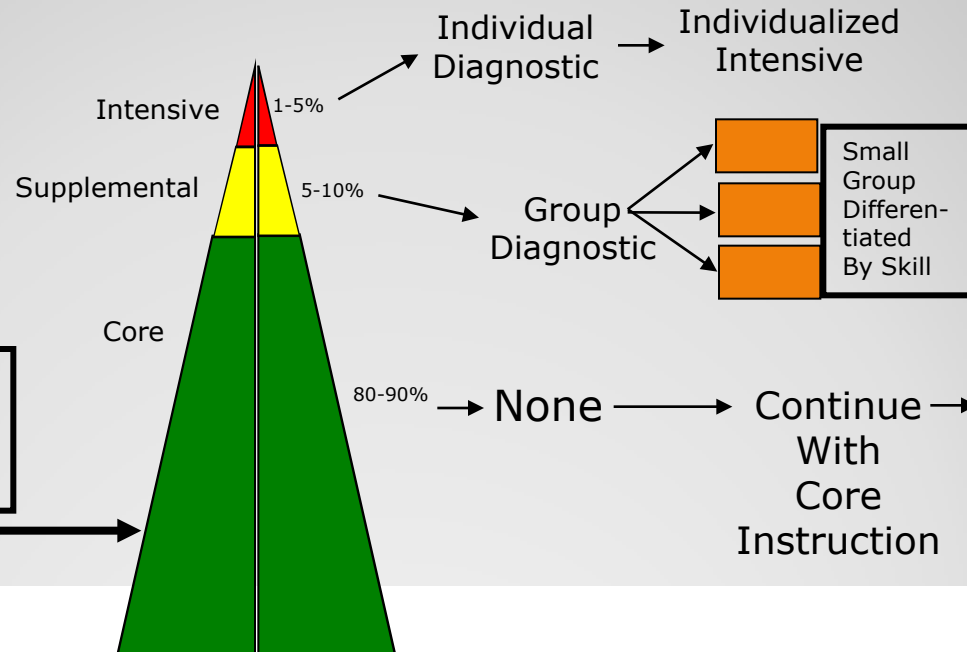
How Does it Fit Together? Group-Level Diagnostic Std. Treatment Protocol

Step 1



Step 2

Addl.
Diagnostic
Assessment

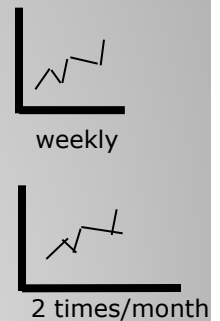


Step 3

Instruction

Step 4

Results
Monitoring



Grades
Classroom
Assessments
Yearly ITBS/ITED



RtI Assessment and Progress Monitoring Guidelines

	UNIVERSAL SCREENING/BENCHMARK ASSESSMENT
WHO	All Students
WHEN	Three times per year (Fall, Winter, Spring)
HOW	MAP, DIBELS***
WHY	Assess student progress against national norms for grade level. Assess percentage of students meeting benchmark (target = 85%). Identify students at-risk for academic difficulties or who have exceeded benchmarks and need additional challenge.
DOCUMENT	Classroom differentiation strategies and adjustments to instruction to meet the needs of all students. Additional data (CSAP, classroom evidence) to support Tier II supplemental instruction via standard protocol for underachieving students.
ANALYZE	Determine if there is a significant gap based on data points.

	PROGRESS MONITORING		
	TIER I	TIER II	TIER III*
WHO	All Students	Students not progressing at Tier I	Students not progressing at Tier II*
WHAT IS MONITORED	Core curriculum and instruction with research-based universal supports. Examples: Differentiated instruction, flexible grouping, enrichment, additional help	Supplemental instruction using research-based strategies and interventions (small groups). Examples: SuccessMaker, Orton Gillingham, EDUSS, Language!	Intensive support for specific skill deficits (one-on-one or small group). Examples: Lindamood Bell, Corrective Reading/Math, ELL Services, Independent Study
WHEN	As appropriate with instruction	At least 2 times per month at instructional level**	1 or more times per week at instructional level**
HOW	Content/Skill Assessment, CBMs, DIBELS (K-3), MAP	AIMSweb, Intervention Central, CBMs, Intervention-embedded monitoring tools, Focused Assessments, DIBELS, TOWRE, STAR	AIMSweb, Intervention Central, CBMs, Intervention-embedded monitoring tools, Focused Assessments, DIBELS, TOWRE, STAR
WHY	Assess student understanding of concepts taught and use data to inform instruction.	Determine if intervention is addressing concern and student is moving towards goal.	Determine if intervention is addressing concern and student is moving towards goal.
DOCUMENT	For struggling students: Area of concern, strategies used, progress. Chart individual student results vs. class average (all students may be on one chart).	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/or group size.	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/or group size.
ANALYZE	Determine if there is a gap based on data points. Continue or change strategy? Move to Tier II?	How many data points are above/below goal line? Based on data points, is the gap closing?	Based on data points, is the gap closing? Consider diagnostic/prescriptive assessments?

*Tier III student assignment must be determined by the Problem Solving Team unless student already has an IEP.

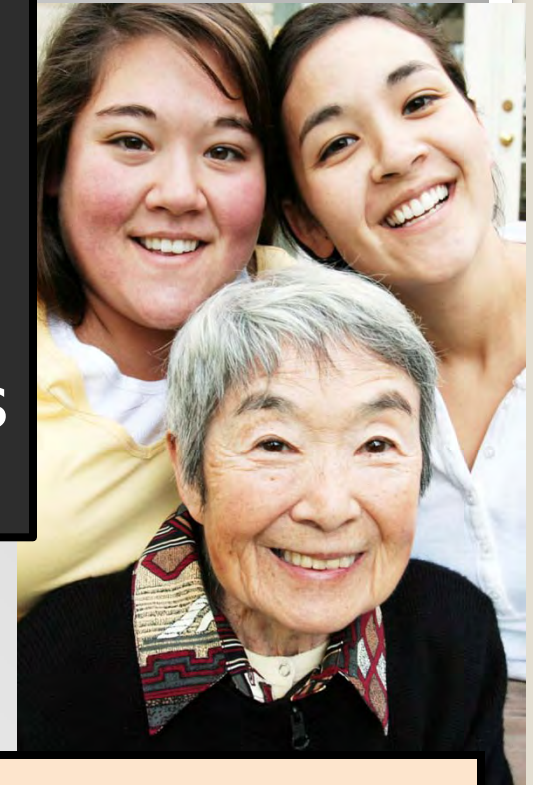
**All Tier II and Tier III students will be progress monitored at grade level once a month.

***In secondary, if student is below proficient in MAP, follow-up with TOWRE testing.

Colorado Springs School District 11/September 2009

- Sharing information
- Problem-solving
- Celebrating student success

Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.



Family & Community Involvement

(3.0 Student Stakeholder Focus)

Colorado Multi-Tiered Model of Instruction & Intervention



Intensive Level

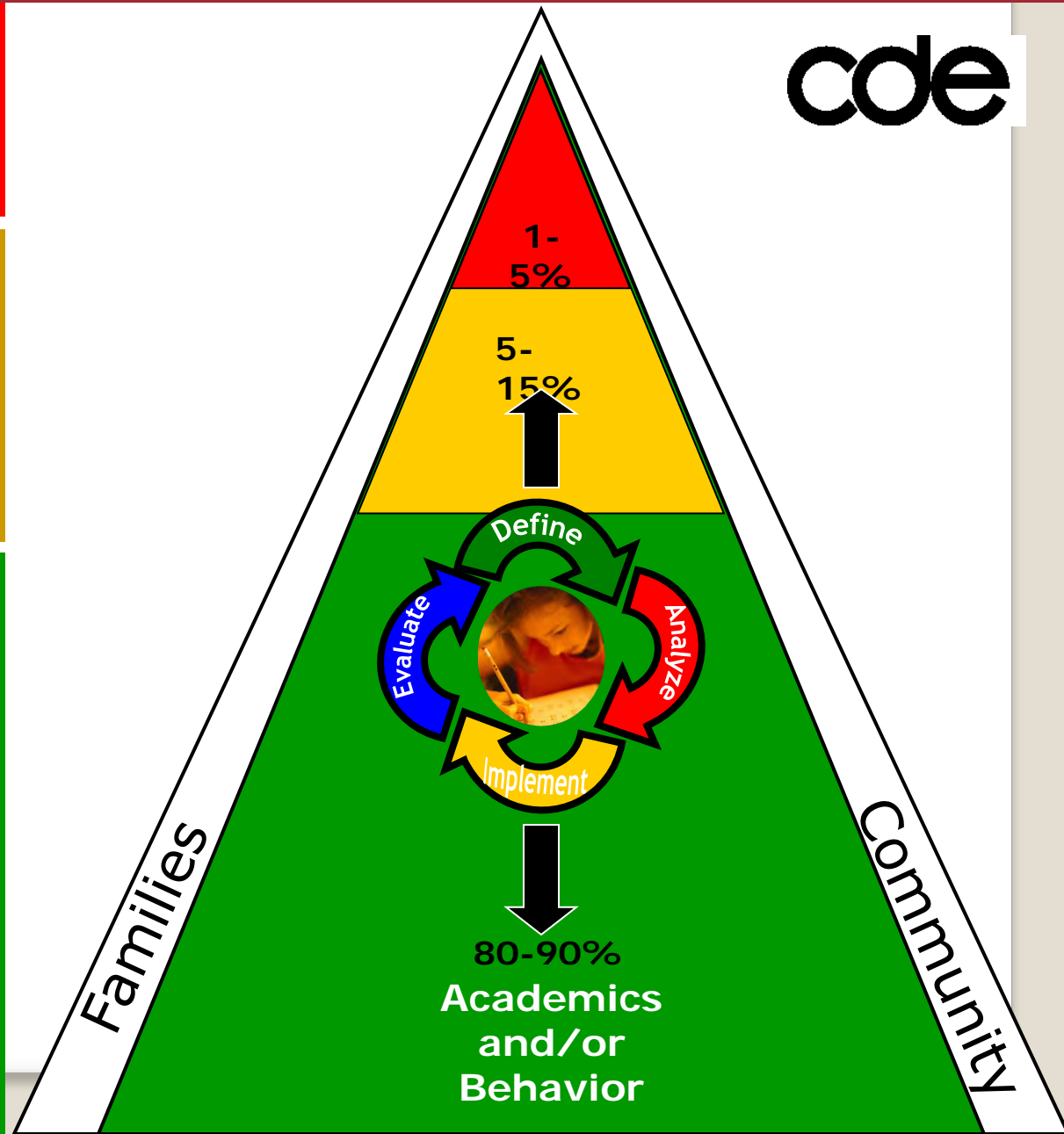
Interventions provided to students with intensive/chronic academic and/or behavior needs

Strategic Level

Interventions provided to students identified as at-risk of academic and/or social challenges who require specific supports to make adequate progress in general education

Universal Level

ALL students receive research based, high quality, general education that incorporates on-going universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations which are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventive and proactive.



TIER I: UNIVERSAL CORE CURRICULUM INSTRUCTION

Focus	All students grades 6 - 12
Program	Scientific-based instruction and curriculum emphasizing mastery of content standards
Grouping	Differentiated Instruction w/ flexible grouping
Time	60 minutes per day
Assessment	Baseline Spring CSAP & NWEA-MAP Tests (Measures of Academic Progress), Quarterly & Short-Cycle Assessments
Interventionist	General education teacher
Setting	General education classroom





Classroom Teacher's Guide to RtI and Progress Monitoring

TIER I

	Step 1	Step 2	Step 3
	UNIVERSAL CLASSROOM	CLASSROOM TIER I INTERVENTIONS	GATHER AND ANALYZE STUDENT DATA
WHO	All Students	Struggling (or advanced) students	Students not progressing at Tier I
WHY	General education classroom instruction meets the needs of 80% of students.	General education classroom teacher provides classroom supports to improve student progress.	General education classroom teacher uses data to identify specific skill deficits.
WHAT IS DONE	Universal instruction using standards-based curriculum, research-based instructional strategies and classroom differentiation strategies to meet the needs of all students	Small group instruction, curriculum modification, re-teaching, enrichment, additional help, other differentiation strategies	Hypothesize cause for lack of student progress as suggested by error analysis of work samples and multiple data points.
HOW ASSESSED	Universal screening (MAP, DIBELS) 3 times a year; Quizzes, unit tests, as appropriate with instruction	Monitor progress via quizzes, unit tests, DIBELS, probes or CBMs (AIMSweb), as appropriate with instruction or intervention.	Analyze student work, quizzes, unit tests, DIBELS, probes or CBMs (AIMSweb).
BY WHOM	General education classroom teacher	General education classroom teacher	General education classroom teacher
DOCUMENT	Instructional strategies; student results (grade book)	Individual student concerns and Tier I strategies.	Areas of concern, results of analysis, next steps in the <i>RtI Learning Plan</i> in EASy
ANALYZE	Identify students who are not achieving at projected academic skill potential (including advanced learners).	Chart individual student results and monitor progress relative to benchmark proficiency standards.	<ul style="list-style-type: none"> Review other student work to identify trends Analyze student universal screening data by strand or skill Use Gap Analysis on benchmark data Gather data on skills of concern vs. national norms
NEXT STEPS	Implement Tier I intervention in the classroom for students who are struggling or not sufficiently challenged.	Gather and analyze data for students who are not making sufficient progress.	<ul style="list-style-type: none"> Consult with grade level team and building specialists Consider standard protocol intervention For complex situations, refer to Problem Solving Team

Tier One

•Best Practices

- Plan-Do-Study-Act
- McREL Strategies
- Pre-AP Strategies
- Cornell Notes
- Socratic Seminar

•Differentiation

•Writing Practices

- Common Writing Rubric
- Looking at Student Work
- Six Trait & Step Up to Writing
- Word Walls
- Extended Writing
- IVF Summaries

•Data Folders/Analysis

- Root Causes

•Individual Literacy Plan

- Pikes Peak Literacy Strategies

Other "Best Practices"

•*TEST READY* Materials

•CSAP Released Items RtI Referral Process

•Interactive Readers/ Daybooks

•Math Mates

•Double Accelerated

•Extended Time

•504 Accommodations



Tier One

- Core Curriculum: not just the reading series or textbook; an aligned, standards-based curriculum delivered through a coherent use of textbook/reading series, supplemental materials, etc.
- Best Practices: Culturally Responsive instruction, McRel's Classroom Instruction that Works, SIOP (Sheltered Instruction Operational Protocols), Pikes Peak Literacy Strategies, Robert Marzano Strategies, AVID Strategies, i.e. Cornell Notes, WICR (Writing Inquiry Collaboration Reading), Socratic Seminars.



When Interventions in the Classroom Do Not Produce the Desired Results...



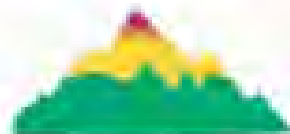
**a Referral Should be Made
to the Problem-Solving Team**

Problem Solving Process

➤ What does it look like?

**Reference – CDE
2009 Training Video
and Manual: The
Problem-
Solving/Consultation
Process and District
11 Problem Solving
Team Video**





Response to Intervention
Positive Behavior Support



The Western Australian
Department of Education

Student Referral for Initial Problem Solving Team Meeting

Student Name: <input type="text"/>	School: <input type="text"/>	Grade: <input type="text"/>
Referring Teacher(s): <input type="text"/>		Date: <input type="text"/>

Primary Concern: 	Academic: <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Written Language	Behavior: <input type="checkbox"/> Social and Interpersonal Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Study Skills <input type="checkbox"/> Attendance/Tardies	Other: <input type="checkbox"/> Speech <input type="checkbox"/> Language <input type="checkbox"/> Articulation <input type="checkbox"/> Both <input type="checkbox"/> Fine/Gross Motor
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Description of Primary Concern:

To be completed by Problem Solving Team Coordinator:

Initial Problem Solving Meeting is scheduled for (date) (time)

Checklist for Initial Problem Solving Team Meeting Preparation:

Task	Responsibility
<input type="checkbox"/> Learning Plan in EASY documentation completed: <ul style="list-style-type: none"> <input type="checkbox"/> Tier I instructional strategies <input type="checkbox"/> Interventions to date (all Tiers) <input type="checkbox"/> Progress monitoring data (all Tiers) <input type="checkbox"/> Work samples (all Tiers) <input type="checkbox"/> Other (describe) <input type="text"/> 	<input type="text"/>
<input type="checkbox"/> Student Interview completed	<input type="text"/>
<input type="checkbox"/> Parent letter and survey sent	<input type="text"/>
<input type="checkbox"/> Parent survey returned	<input type="text"/>
<input type="checkbox"/> Parent contacted to confirm meeting attendance	<input type="text"/>
<input type="checkbox"/> Other (describe) <input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other (describe) <input type="text"/>	<input type="text"/>



Comparison of RtI Approaches

A comprehensive school-wide RtI framework includes multiple approaches to providing early intervention for students who are struggling or advanced and not sufficiently challenged. Interventions begin in the classroom at Tier I. Students not progressing can move to Tier II through two options: 1) standard protocol interventions selected by the school to address multiple students' needs, or 2) the problem solving approach, which is most effective for students with multiple skill deficiencies or complex situations.

	Standard Protocol	Problem Solving
Universal Screening	All students are assessed three times a year (fall, winter, spring) via MAP. Literacy assessment tools (DIBELS, TOWRE, SRI) are used to identify student progress against national norms for grade level.	
Tier I	All students receive high-quality standards-based core curriculum and instruction. Struggling and advanced students are provided classroom supports in general education classes and their progress is monitored.	
Tier II	<p>Students whose universal screening and classroom (Tier I) data indicate that progress is not adequate receive targeted supplemental instruction in the area of skill deficiency. School or grade level teams review student data and recommend standard protocol interventions outside the Problem Solving Team. A minimum of four (4) data points (universal screening and classroom data) are recommended to make a standard protocol referral.</p> <ol style="list-style-type: none"> Students with similar needs are presented with one standard, research-validated intervention. The intervention may address multiple skill sets and is delivered with fidelity. Individual student goals are established. Progress is monitored 1-2 times per month; results are charted and trended over time. <ol style="list-style-type: none"> Four to six (4-6) consecutive data points below goal line: add or change intervention. Six (6) consecutive data points above goal line: set a different goal or reassess to grade level norms. Students not making progress after 4 to 6 data points at multiple interventions should be referred to the Problem Solving Team. 	<p>Students whose progress in Tier I is not adequate receive supplemental instruction targeted at specific skill deficits. Students referred to the Problem Solving Team typically have more complex problems requiring analysis and consultation with a variety of building specialists.</p> <ol style="list-style-type: none"> A team makes instructional decisions based on an individual student's performance. The team reviews universal screening, standardized test and classroom (Tier I) data; identifies the academic problem; determines its probable cause; and then develops, implements and monitors a plan to address the problem. Students are presented with a variety of interventions, based on their unique needs and performance data. Interventions are flexible and individualized to meet a student's needs and are delivered with fidelity. Individual student goals are established. Progress is monitored at least 2 times per month; results are charted and trended over time. <ol style="list-style-type: none"> Four to six (4-6) consecutive data points below goal line: add or change intervention. Six (6) consecutive data points above goal line: set a different goal or reassess to grade level norms. The Problem Solving Team regularly reviews intervention effectiveness and progress towards goals.
Tier III	Students whose progress is still insufficient in Tier II are referred to the Problem Solving Team to determine if more intensive interventions are needed. The Problem Solving Team regularly reviews intervention effectiveness and progress of all students in Tier III.	

TIER II: STRATEGIC INSTRUCTION

Focus	Students not proficient with Tier I efforts as documented by assessment
Program	Specialized, scientifically based program(s) targeting area of need and ability level.
Grouping	Homogeneous small group instruction (1:6 to 1:12)
Time	45 minutes per day in addition to regular 60 minutes of core instruction
Assessment	Progress monitored biweekly (or more) on target skill to ensure adequate progress
Interventionist	Classroom teacher, SPED teacher, specialized reading/math tutor, etc.)
Setting	May be the regular classroom, computer lab – dependent upon intervention & available resources



When Do Interventions Occur?

- Essential Skills
- Exploratory Periods
- Before/After School

*Sample Schedule

6th	7th	8th
A/G 60	50	60
CORE 1 8:45-9:45	Exploratory 1 8:45-9:35	CORE 1 8:45-9:45
55	A 60	45
CORE 2 9:50-10:45	CORE 1 9:40-10:40	Exploratory 1 9:50-10:35
	55	G 60
LUNCH 10:45-11:15	CORE 2 10:45-11:40	CORE 2 10:40-11:40
45		55
Exploratory 1 11:20-12:05	LUNCH 11:40-12:10	CORE 3 11:45-12:40
45	Essential Skills AVID 40	LUNCH 12:40-1:10
Exploratory 2 12:10-12:55	12:15-12:55	
50	45	Essential Skills AVID 40
CORE 3 1:00-1:50	Exploratory 2 1:00-1:45	1:15-1:55
55	55	45
CORE 4 1:55-2:50	CORE 3 1:50-2:45	Exploratory 2 2:00-2:45
50	55	55
Essential Skills 2:55-3:45	CORE 4 2:50-3:45	CORE 4 2:50-3:45



TIER III: INTENSIVE INTERVENTION

Focus	Students with marked difficulties - have NOT responded adequately to Tier I and Tier II efforts
Program	Sustained, intensive, scientifically-based reading/math program(s) emphasizing the critical elements for students with difficulties or disabilities
Grouping	Homogeneous small group instruction (1:5)
Time	Minimum of two 30 - 45 minute sessions per day in addition to 60 minutes of core instruction.
Assessment	Weekly progress monitoring on target skill to ensure adequate progress and learning
Interventionist	Specialized personnel (SPED teacher, specialized reading/math teacher , school psychologist, etc.)
Setting	May be the regular classroom, computer lab – dependent upon intervention & available resources

Academic Intervention



The World is waiting.
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Colorado Springs District 11 Pyramid of Interventions-Academic

Core Curriculum- Algebraic Thinking, ART, EOM, Full-day Kindergarten, Grade Level, 187, leveled books, Math Expressions, Math Minutes, MINIM, Open Court, Program Options-Honors classes (MS)*, Standards-Based Curriculum, and Pacing Guides



* Honors/IE/SAIL/AR programs, at a district level could be perceived as a Tier II interventions. At a building and classroom level these programs serve as Tier I curriculum. RtPPS Implementation Office

Behavioral Interventions



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Ideal the future.

Colorado Springs District 11 Pyramid of Interventions-Behavior



These are general recommendations for Behavioral Interventions that schools may choose from. District-level support via professional development is not necessarily available.

* Honors/IG/SAIL/AF programs, at a district level could be perceived as a Tier II interventions. At a building and classroom level these programs serve as Tier I curriculum.
RtI/PBS Implementation Office



- Demographics
- Academics
- Attendance
- Standardized Tests
- Growth Report
- Programs





- Small Group Differentiation
- Assign Interventions
- Track Progress





- Set Goals
- Track Tier I Interventions
- Integrate Literacy Plan, Advanced Learning Plan, Educational Plan
- Evaluate Progress





Xxxx XXXXXXX

Student ID: #11111111

Current School: Fremont Elementary School

Learning Plan and Teacher's Notes

2008-2009

Plan/Status/Date or Target	Teacher	Date Created / Edited
Envision Measure: ORF, Score/Gap: 6 / 3.3 (See AMGWeb and/or EASY Learning Target: Student will improve reading fluency skills, closing gap to 3.0 as measured by Envision ORF.	Prattson	1/13/2009

Do/Act/Intervention	Teacher	Date Created / Edited
Tier 1/Classroom Intervention: 5-Minute Solution, Start Date: 1/13/09, End Date: not, Intensity: Group size: 1, Session Length: 2-5 minutes, Frequency: 5 sessions/week, Download RTI (individual) Record of Intervention (see below) for Records.	Prattson	1/13/2009
Tier 1/Classroom Intervention: SuccessMaker Initial Reading, Start Date: 1/1/09, End Date: not, Intensity: Group size: 4, Session Length: 10 minutes, Frequency: 3 sessions/week, Download RTI (individual) Record of Intervention (see below) for Records.	Prattson	1/13/2009
Tier 1/Strategic Intervention: Tutoring StoryTown Strategic Interventions AS, Start Date: 1/14/09, End Date: not, Intensity: Group size: 5, Session Length: 30 minute, Frequency: 4 sessions/week.	Prattson	1/13/2009

Activity and Content Log	Teacher	Date Created / Edited
See Unopened RTI (individual) Record of Interventions	Prattson	1/13/2009

Learning Plan	RT - Area of Difference	Strengths
Response to Intervention Plan (RTI)		
Target Areas	Reading Target Areas	Math Target Areas
Reading	FLUENCY: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.	
Writing Target Areas	Differentiation/Goal Methods Used	Self-Program Options
		Tutoring



- Weekly Progress Monitoring – Standardized Tests
- Curriculum Based Probes –
- Benchmark Tests





RtI Implementation Status

GOAL: By May 2010, 90% of all schools
Best Practice or Exemplar

- **Exemplar**
- **Best Practice**
- **Progressing**
- **Unsatisfactory Progress**



Rubric

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
Curriculum and Instruction	Pyramid of Interventions	<input type="checkbox"/> School does not have a tiered pyramid of interventions.	<input type="checkbox"/> School has some interventions available for students in need of additional academic and/or behavioral assistance. <input type="checkbox"/> School has begun to document available interventions in a pyramid.	<input type="checkbox"/> School has a formal, documented pyramid of interventions. <input type="checkbox"/> School has multiple interventions available for students in need of additional academic and/or behavioral assistance. <input type="checkbox"/> School utilizes multiple interventions from the pyramid.	<input type="checkbox"/> Research-based instructional and behavioral interventions are documented in a three tiered pyramid. <input type="checkbox"/> A range of systemic interventions are used for students at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure. <input type="checkbox"/> Reading interventions exist to address the five components of reading: phonemic awareness; fluency; decoding/phonics/word recognition; vocabulary; and comprehension. <input type="checkbox"/> Math interventions exist to address the four essential domains: problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; and, reasoning ability.
	High Quality Standards Based Instruction at Tier I	<input type="checkbox"/> Differentiated instruction is not demonstrated in classrooms. <input type="checkbox"/> Rigor and relevance is not evident in classrooms. <input type="checkbox"/> Tier I instructional best practices are not evident in classrooms.	<input type="checkbox"/> Differentiated instruction is demonstrated in some classrooms. <input type="checkbox"/> Rigor and relevance is evident in some classrooms. <input type="checkbox"/> Research-based Tier I instructional best practices are evident in some classrooms.	<input type="checkbox"/> Differentiated instruction is demonstrated in most classrooms. <input type="checkbox"/> Rigor and relevance is expected and is evident in most classrooms throughout the school. <input type="checkbox"/> Research-based Tier I instructional best practices are used in most classrooms (McRel Strategies, Cornell Notetaking, IVF Summaries, etc.)	<input type="checkbox"/> Differentiated instruction is demonstrated in every classroom. <input type="checkbox"/> Rigor and relevance is present in every classroom. <input type="checkbox"/> Numerous research-based Tier I instructional best practices are present in every classroom. <input type="checkbox"/> Grade level or department teams work collaboratively to look at student work and align grading practices.

Colorado Springs School District 11
Summary of School RII Implementation Status
Spring 2009

Spring 2009 Level	Schools	Total CM	Total AD	Total PE	Total SC	Total LDR	Total F&CI	Total 2009
Exemplar	High Freedom							
	High Fremont							
	High King							
	Mid Hunt							
	Low Bristol							
Best Practice	Low Russell							
	Low Scott							
	Low Trailblazer							
	High Chipeta							
	High Hordert							
Progressing	High Jenkins							
	High Midland							
	High Sabin							
	Mid Carver							
	Mid Henry							
	Mid Jackson							
	Mid Mitchell							
	Mid Rudy							
	Mid Taylor							
	Mid West							
Low	Low Audubon							
	Low Baker							
	Low Colorado							
	Low Edison							
	Low Grant							
	Low Holmes							
	Low Palmer							
	Low Keller							
	Low Penrose							
	Low Wilson							
Low	High Doherty							
	High Lincoln							
	High Monroe							
	High Tesla							
	High Twain							
	High Watson							
	Mid Columbia							
	Mid Galileo							
	Mid Mann							
	Mid Martinez							
Low	Mid McAuliffe							
	Mid North							
	Mid Queen Palmer							
	Mid Rogers							
	Mid Steele							
	Low Bjork							
	Low Madison							
	Low Stratton							

Weighting by area Spring 2009

20%	30%	30%	10%	20%	10%	100%
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Number of schools in each sub-category:

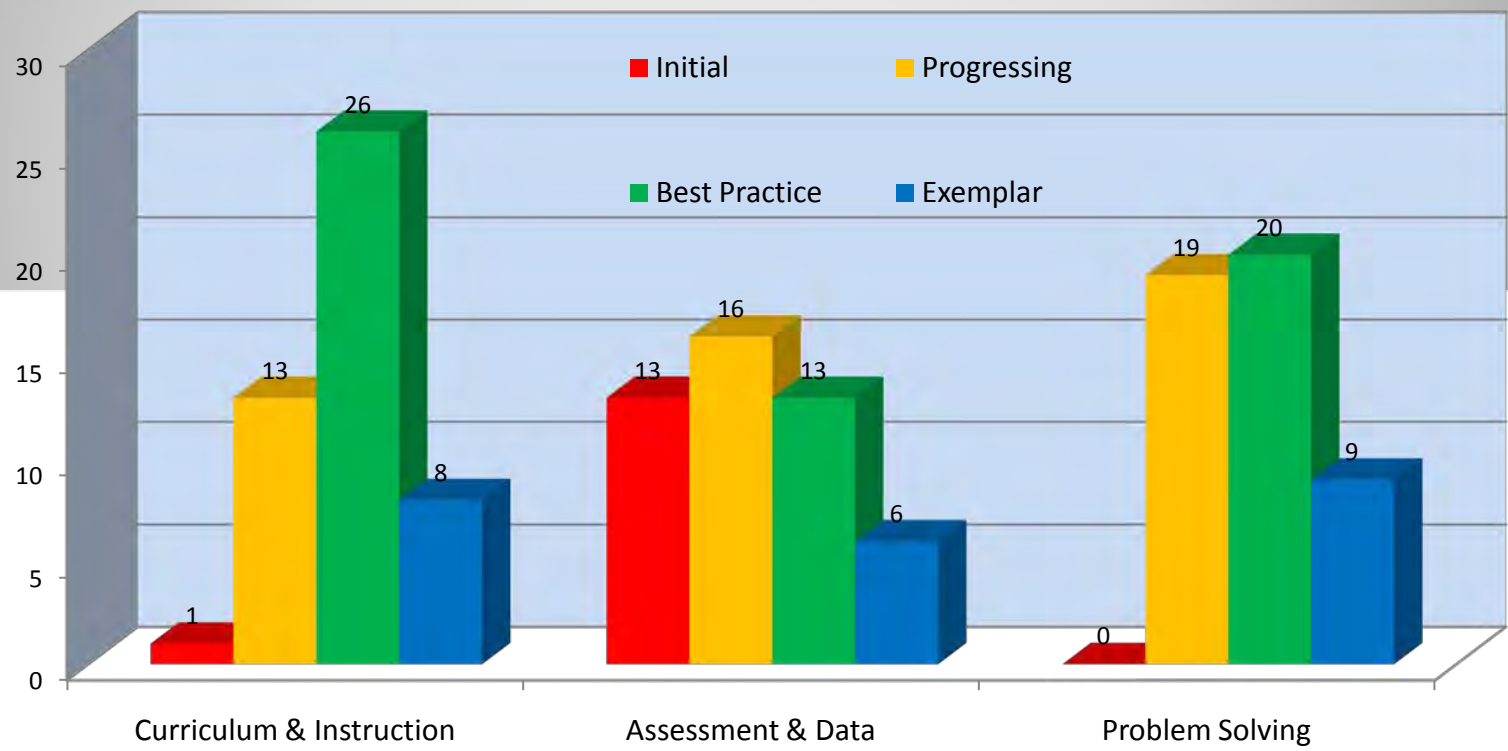
Excellent	8	5	9	10	15	8	0
High	28	10	20	20	20	20	20
Average	13	16	19	12	12	12	12
Low	1	10	1	10	1	1	1



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Number of District 11 Schools with Initial, Progressing, Best Practice or Exemplar Rating in Implementing 3 of the 6 Components of RtI

Number of Schools

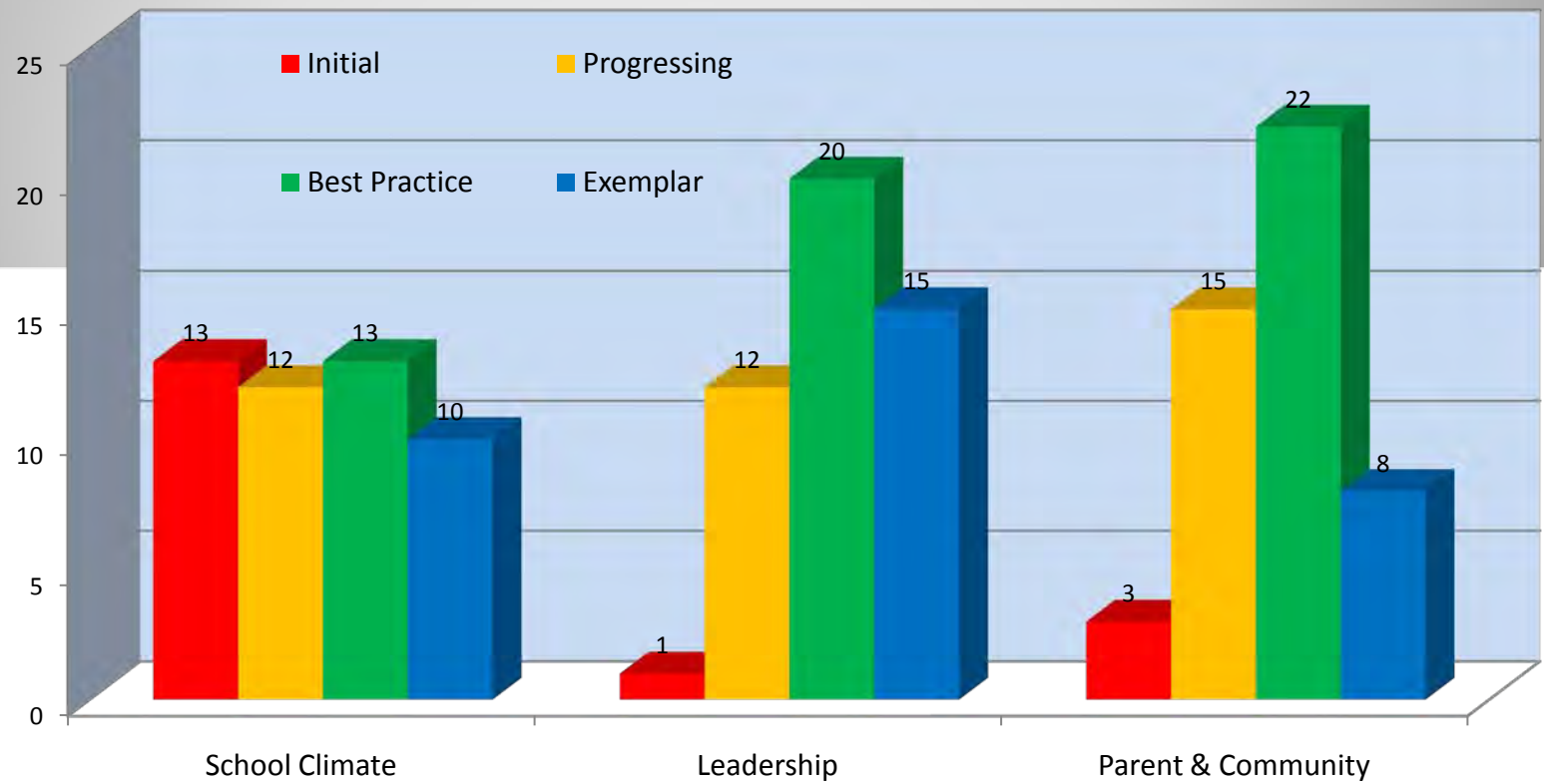




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Number of District 11 Schools with Initial, Progressing, Best Practice or Exemplar Rating in Implementing 3 of the 6 Components of RtI

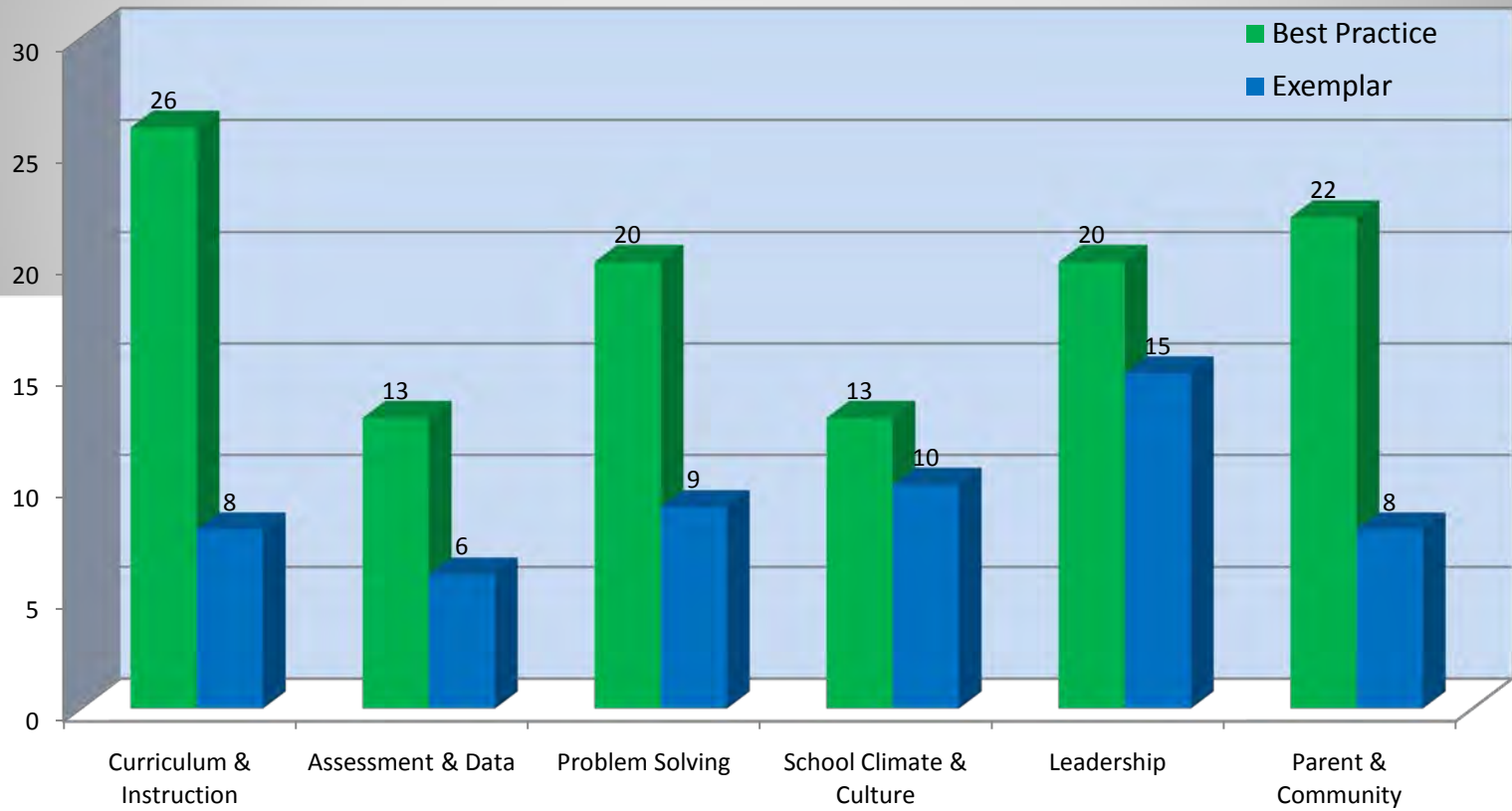
Number of Schools





60% of District 11 Schools have achieved Exemplar and Best Practice implementation status

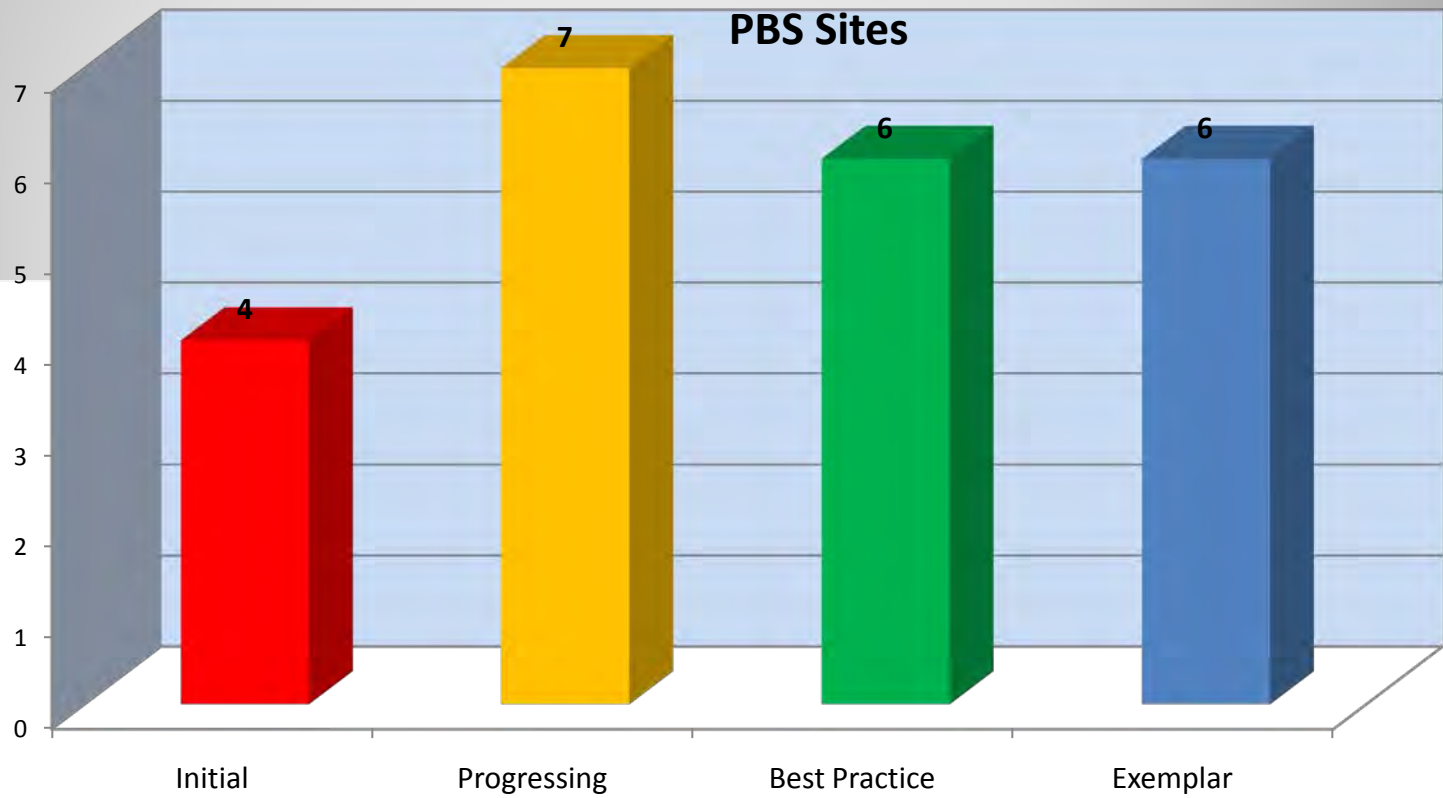
Number of Schools



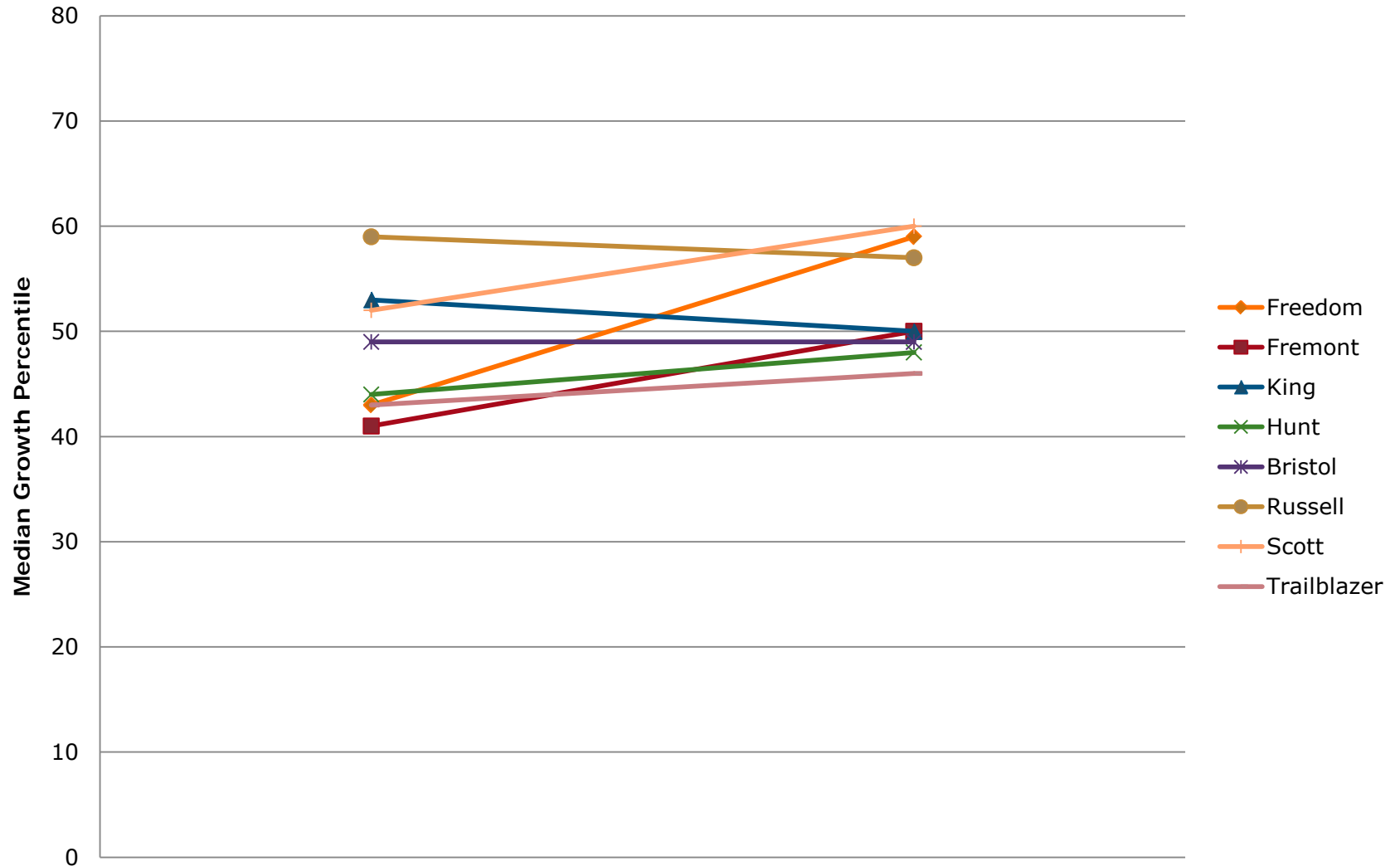
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Out of 23 District 11 Schools, the number with Initial, Progressing, Best Practice or Exemplar Rating in PBS

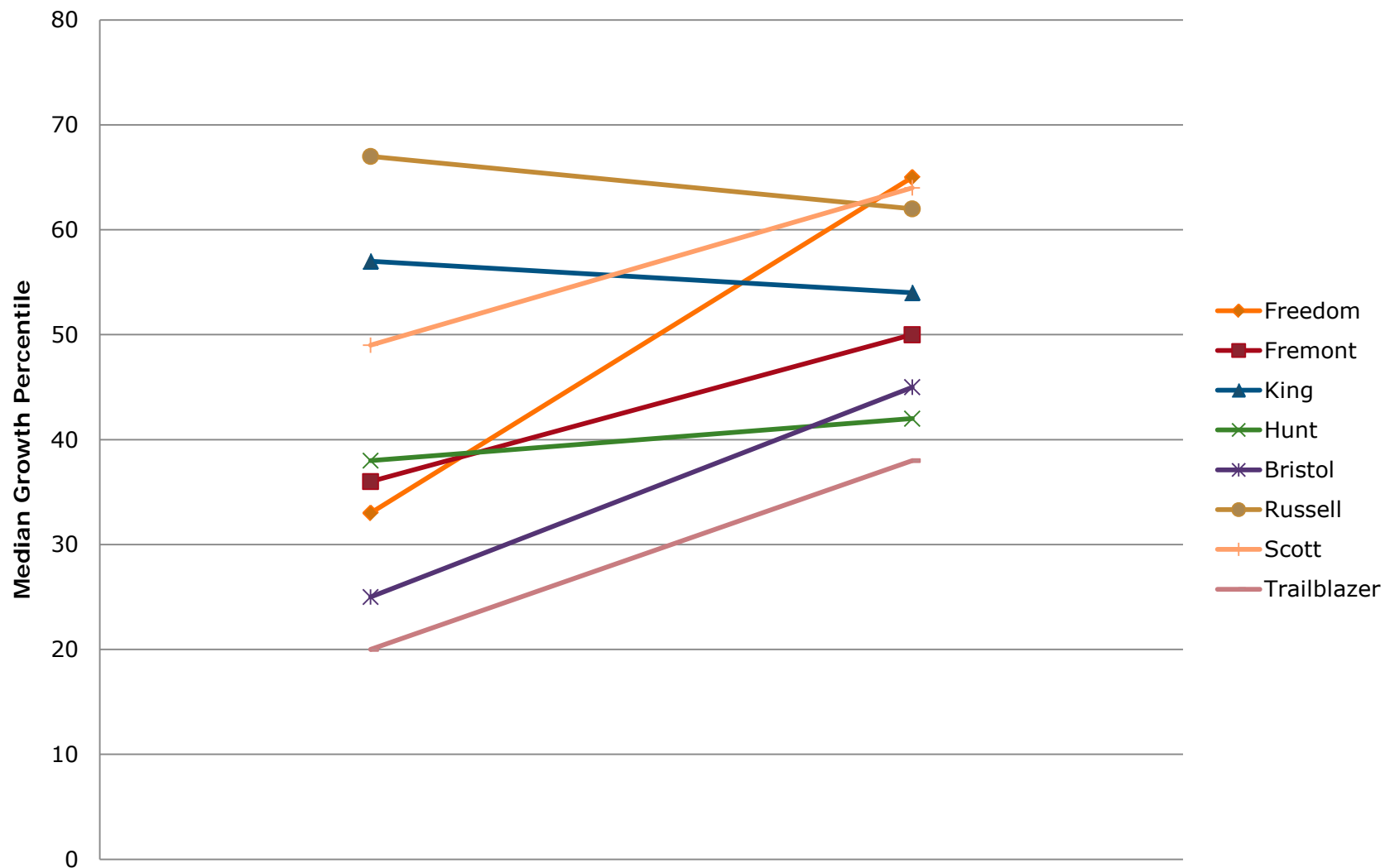
- 23 established sites
- 8 new sites
- 20 sites scheduled for training
- 51 total sites



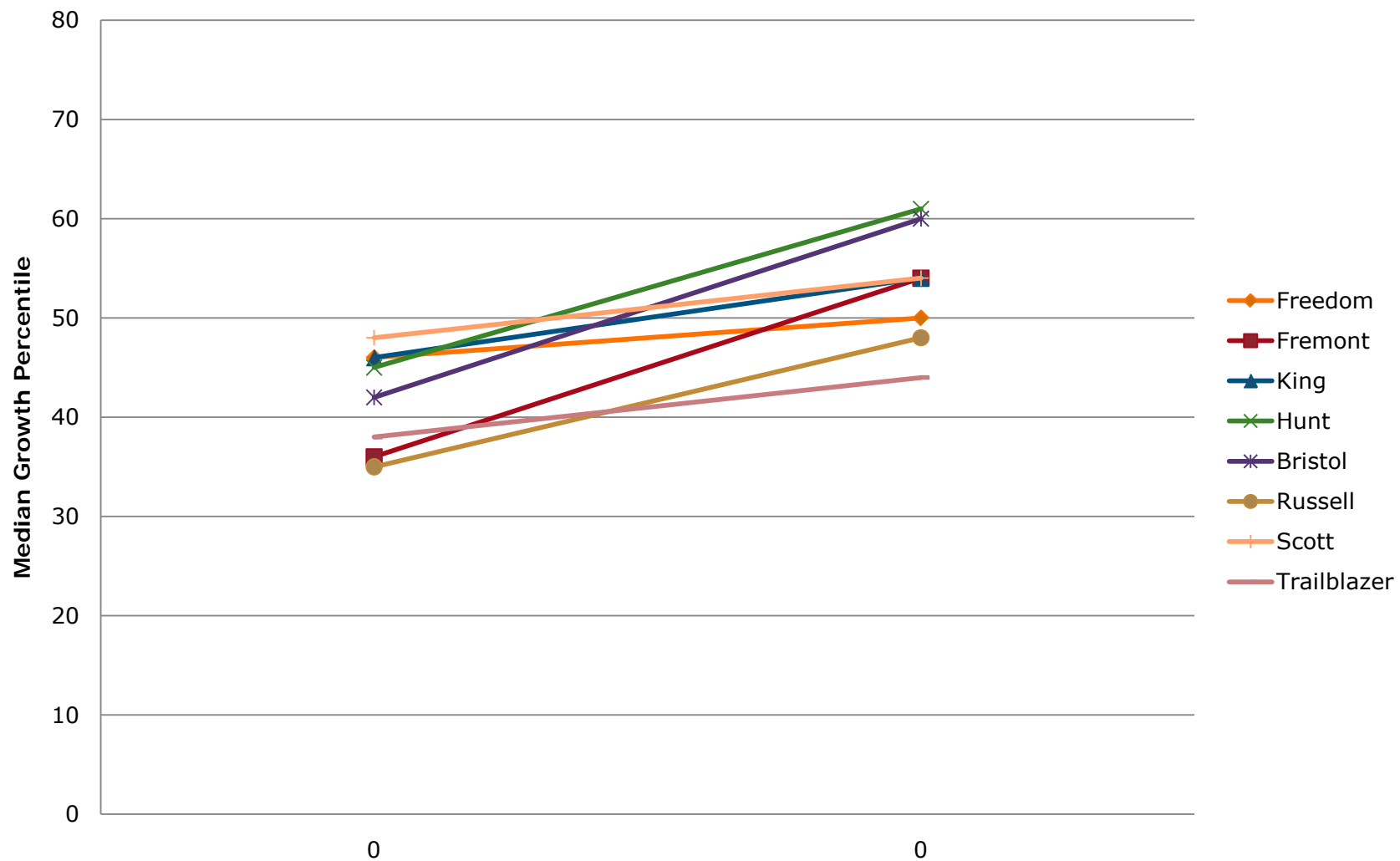
CSAP Reading Median Growth Percentile RtI Exemplar Schools



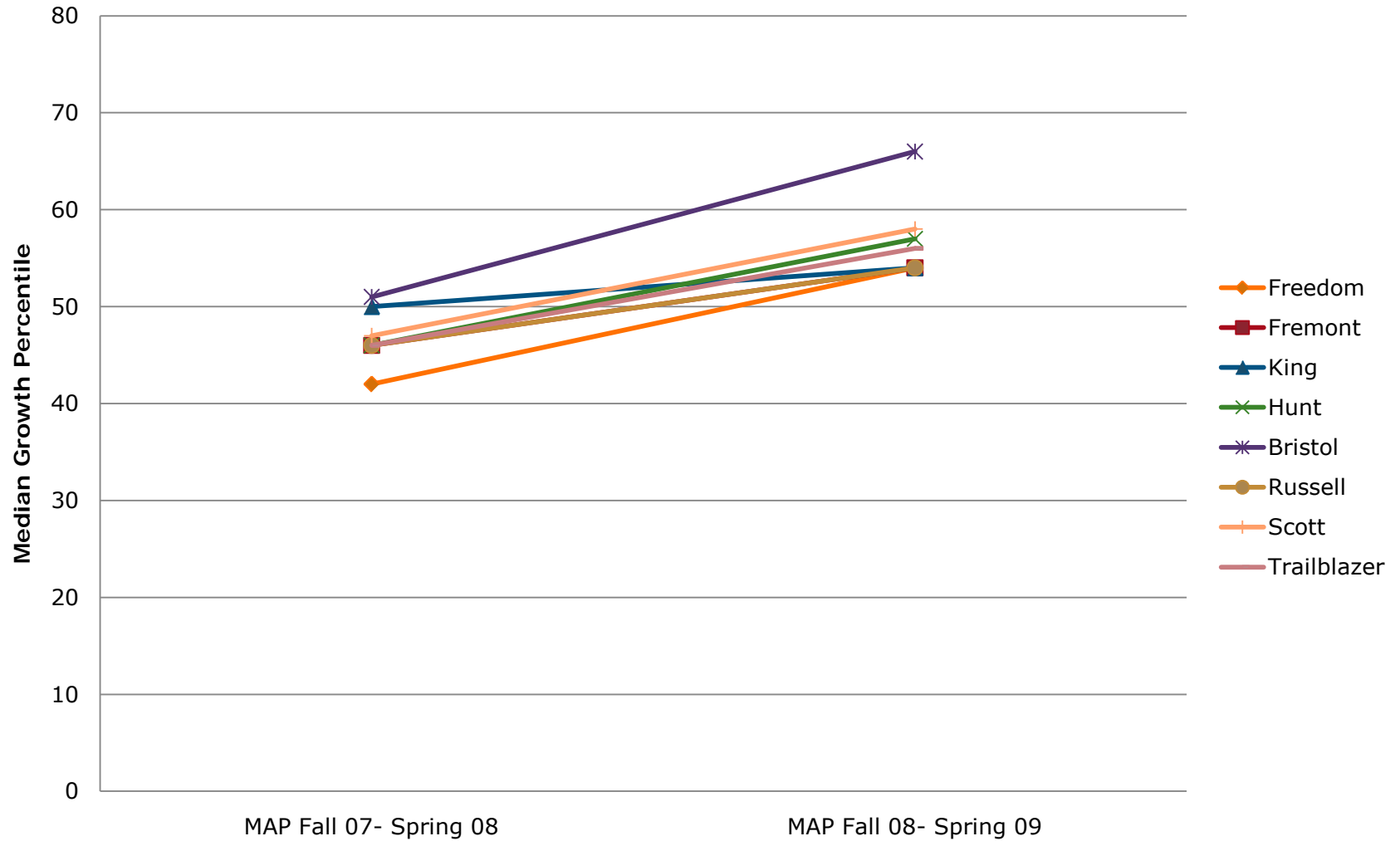
CSAP Math Median Growth Percentile RtI Exemplar Schools



MAP Reading Median Growth Percentile RtI Exemplar Schools

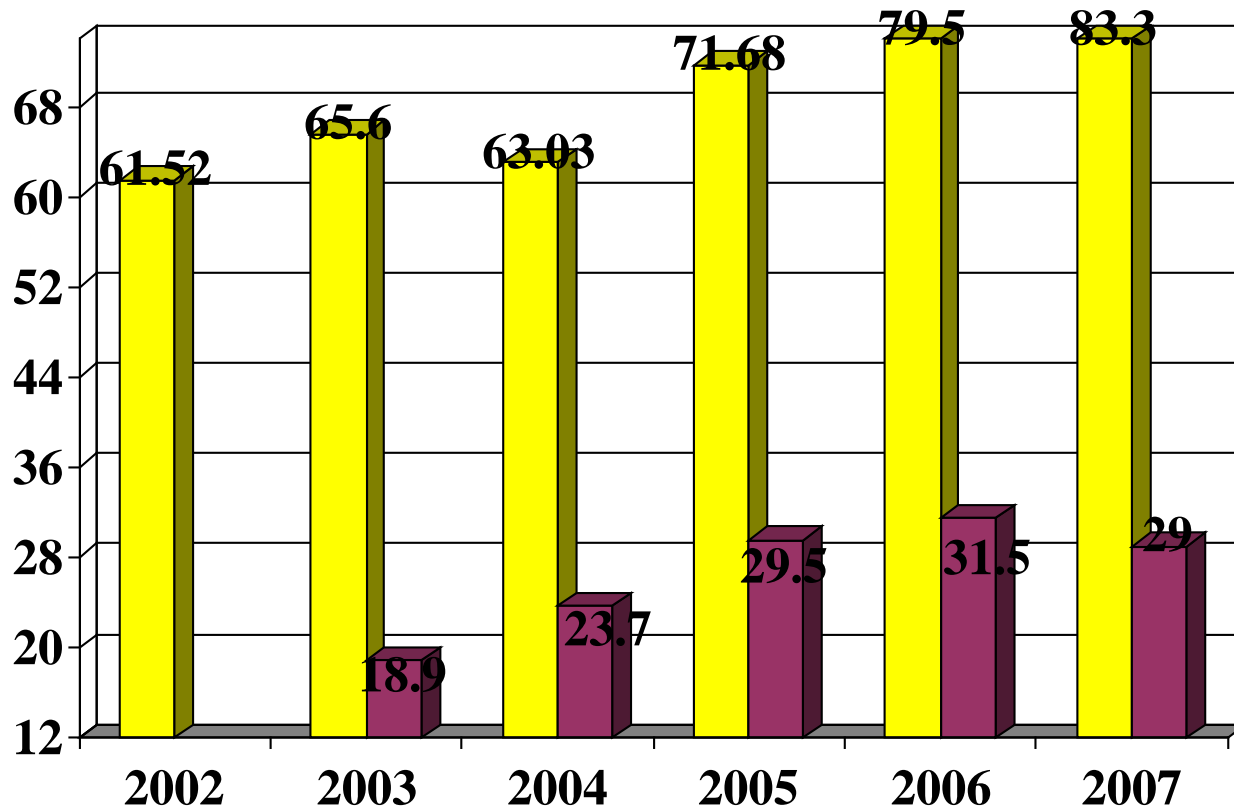


MAP Math Median Growth Percentile RtI Exemplar Schools

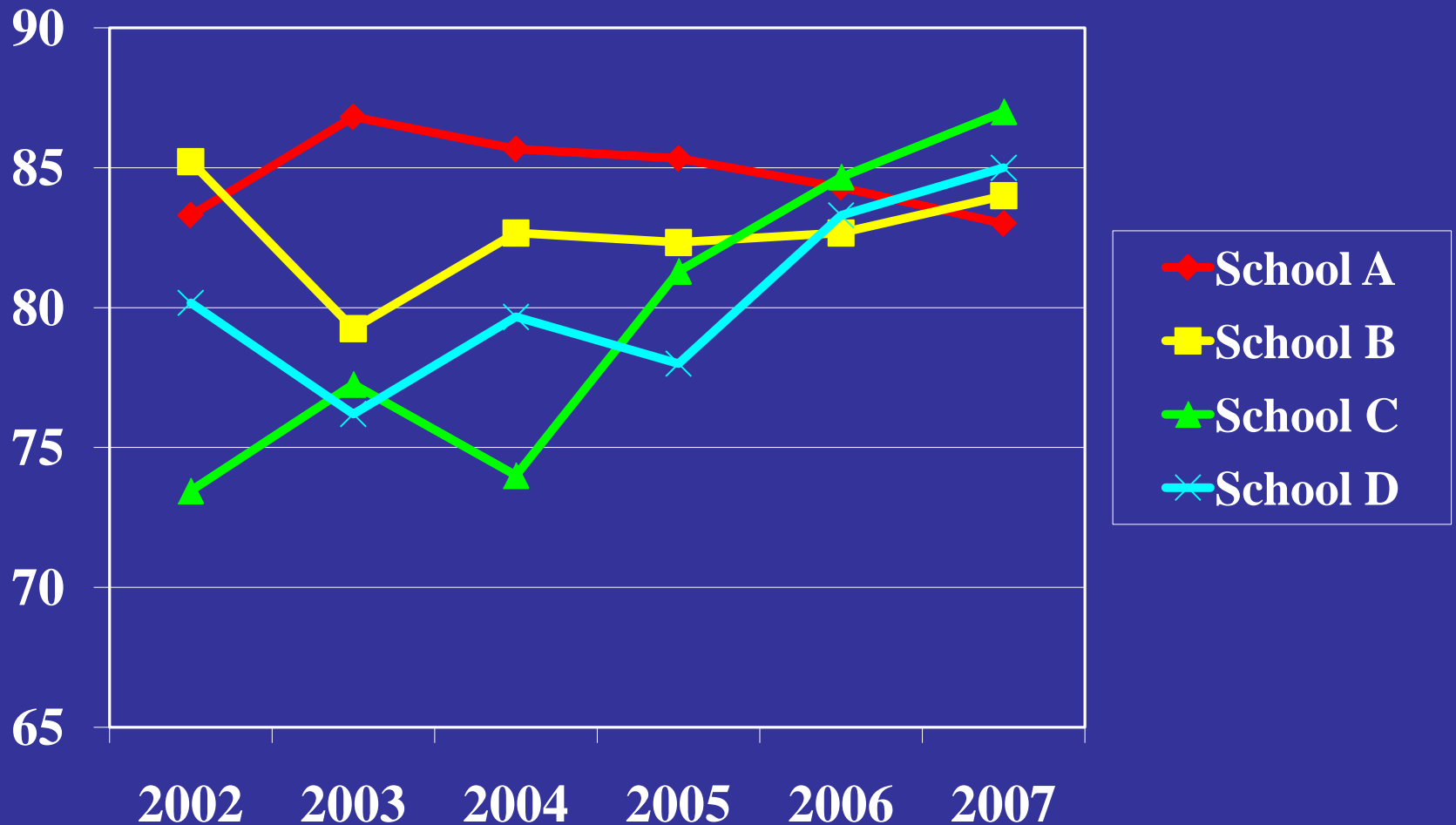


Holmes On Target for Achievement

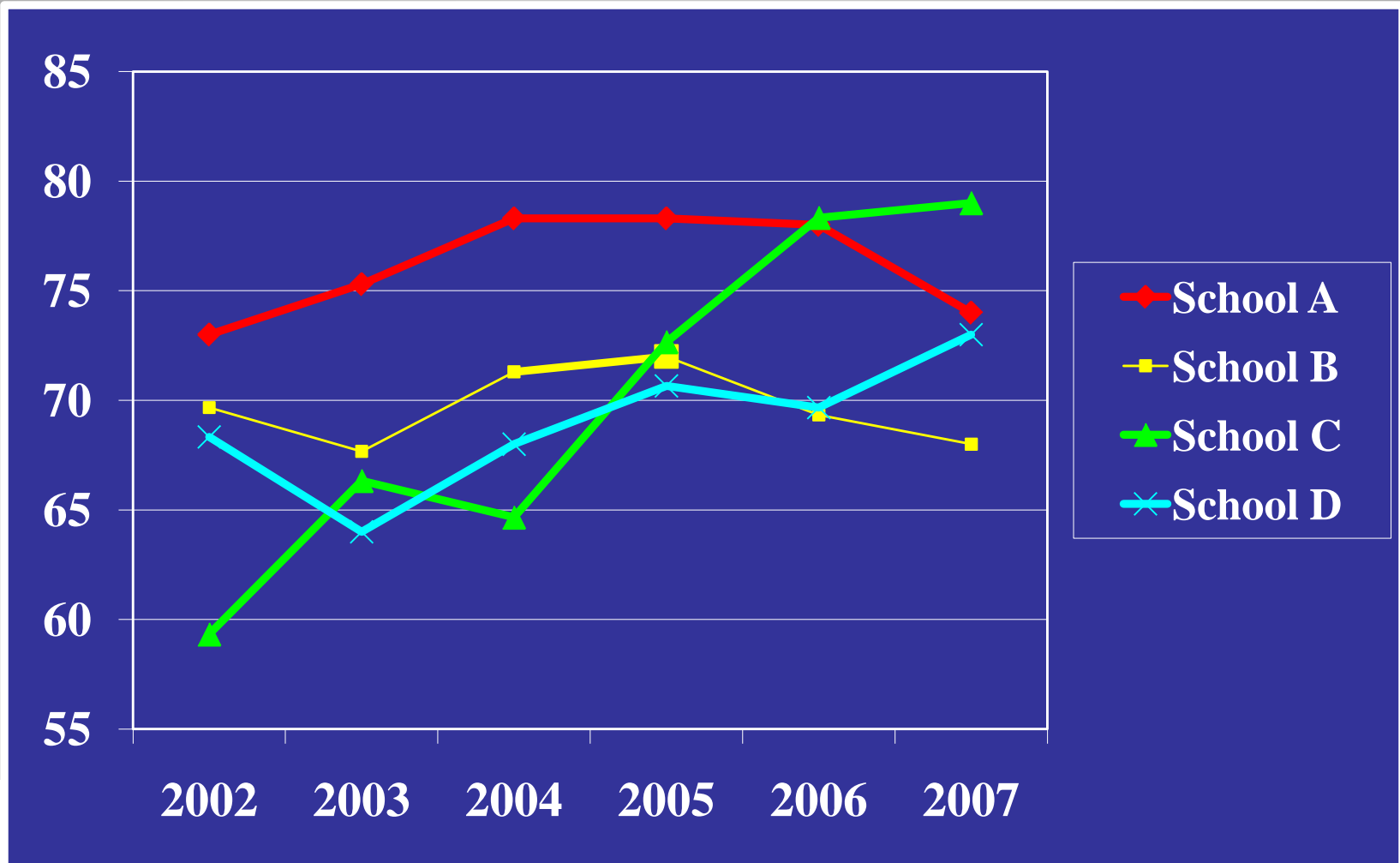
Average % P&A in Math and Reading/FRL



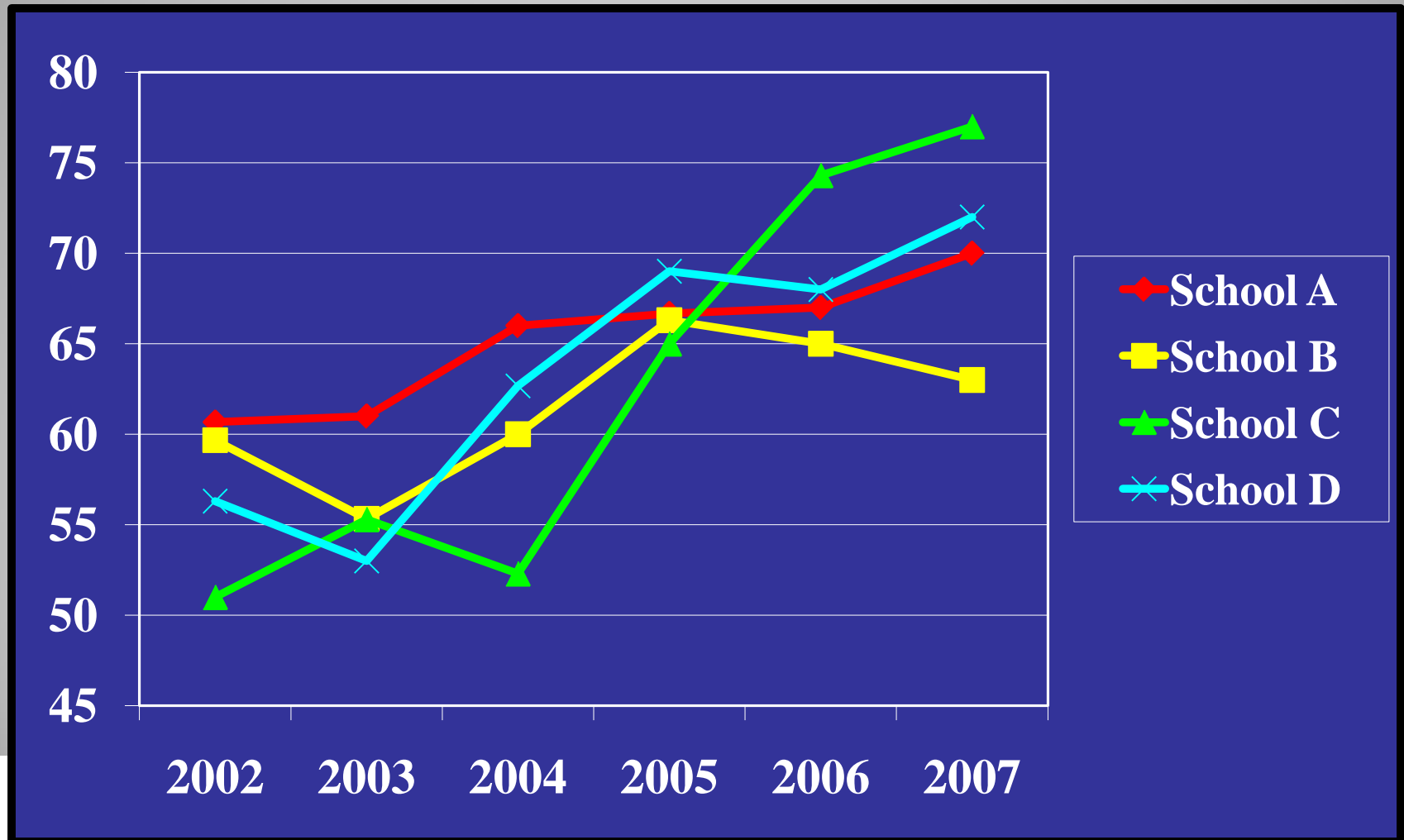
Average % P&A in Reading Compared to Area Middle Schools



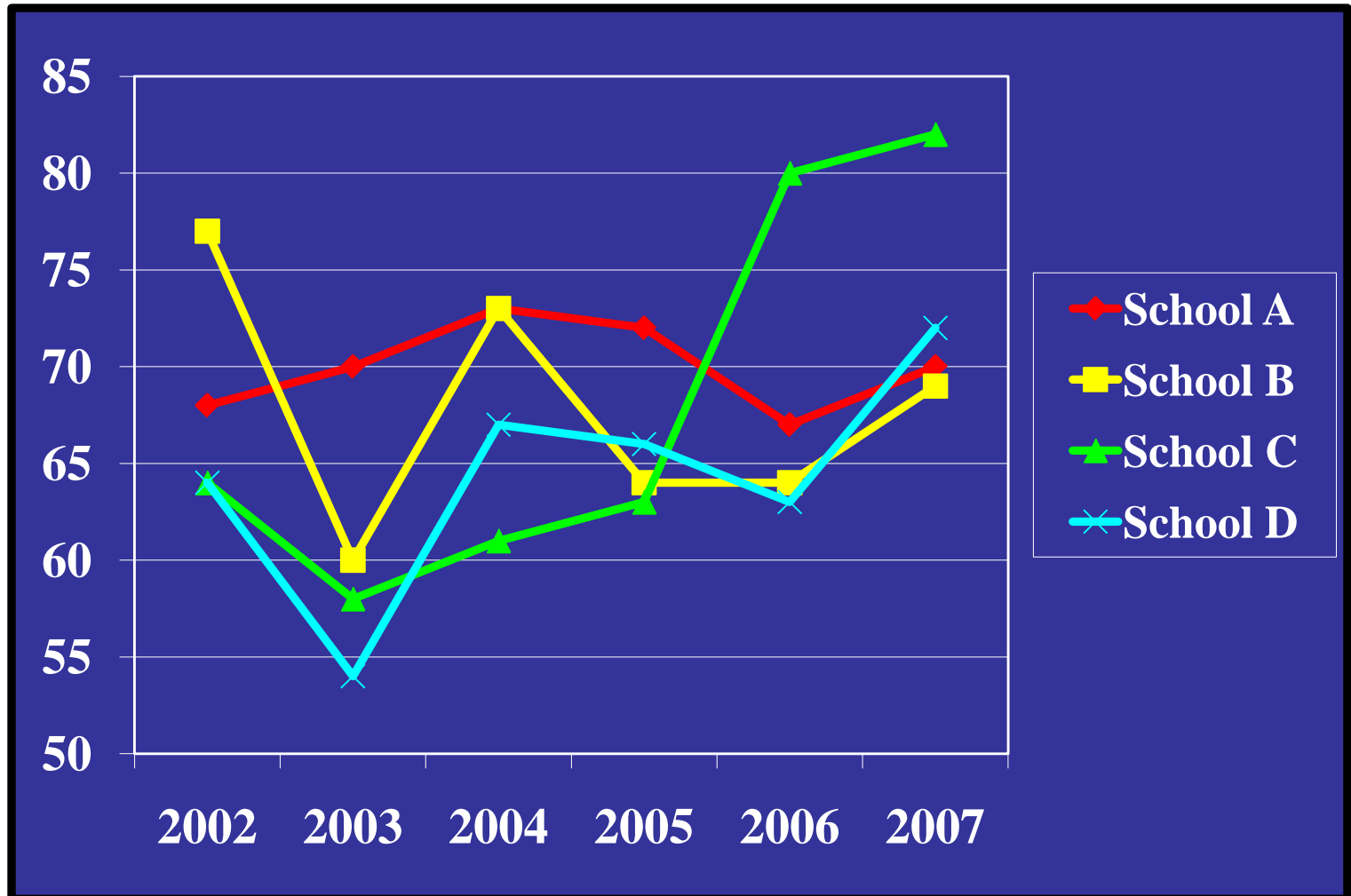
Average % P&A in Writing Compared to Area Middle Schools



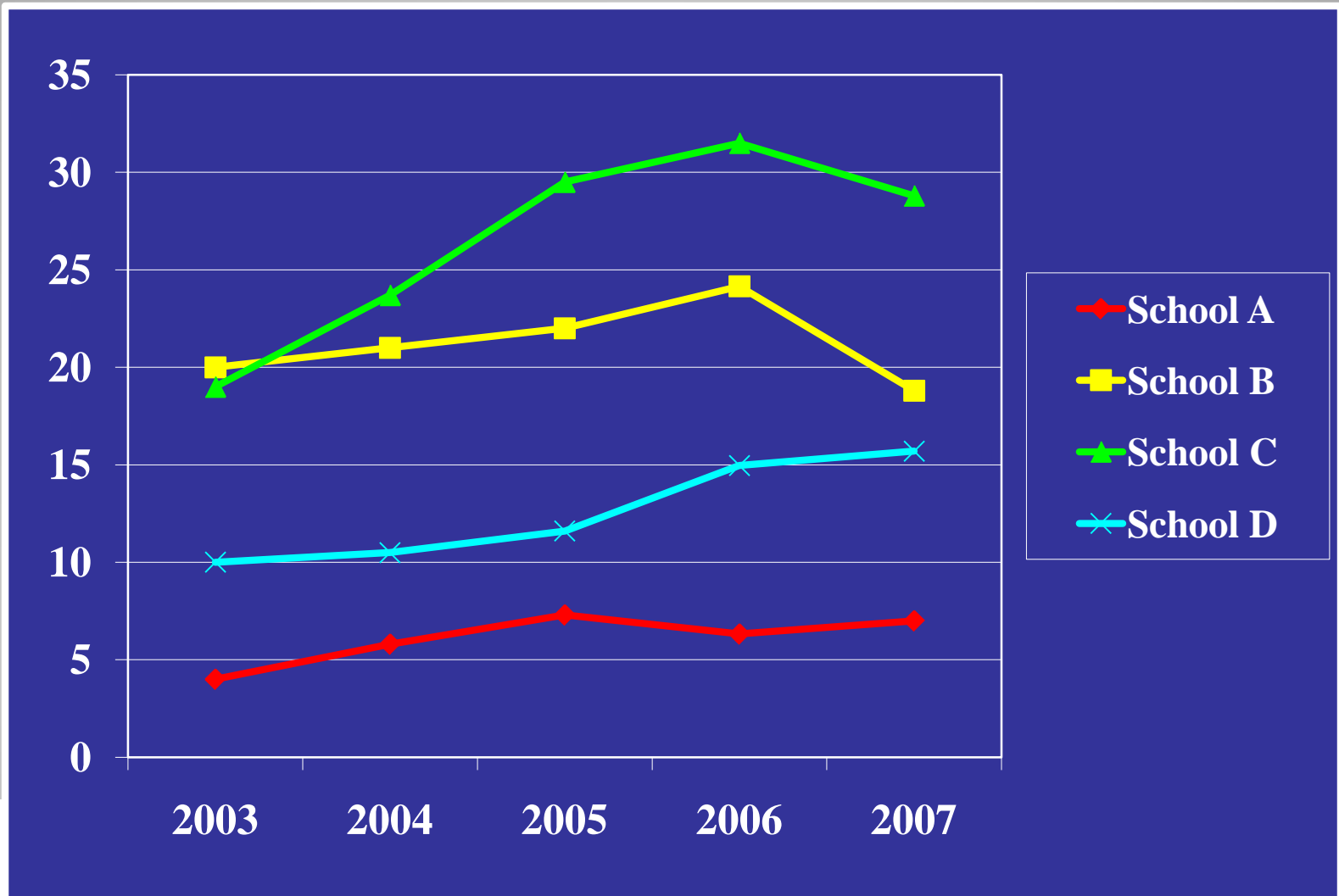
Average % P&A in Math Compared to Area Middle Schools



Average % P&A in Science Compared to Area Middle Schools



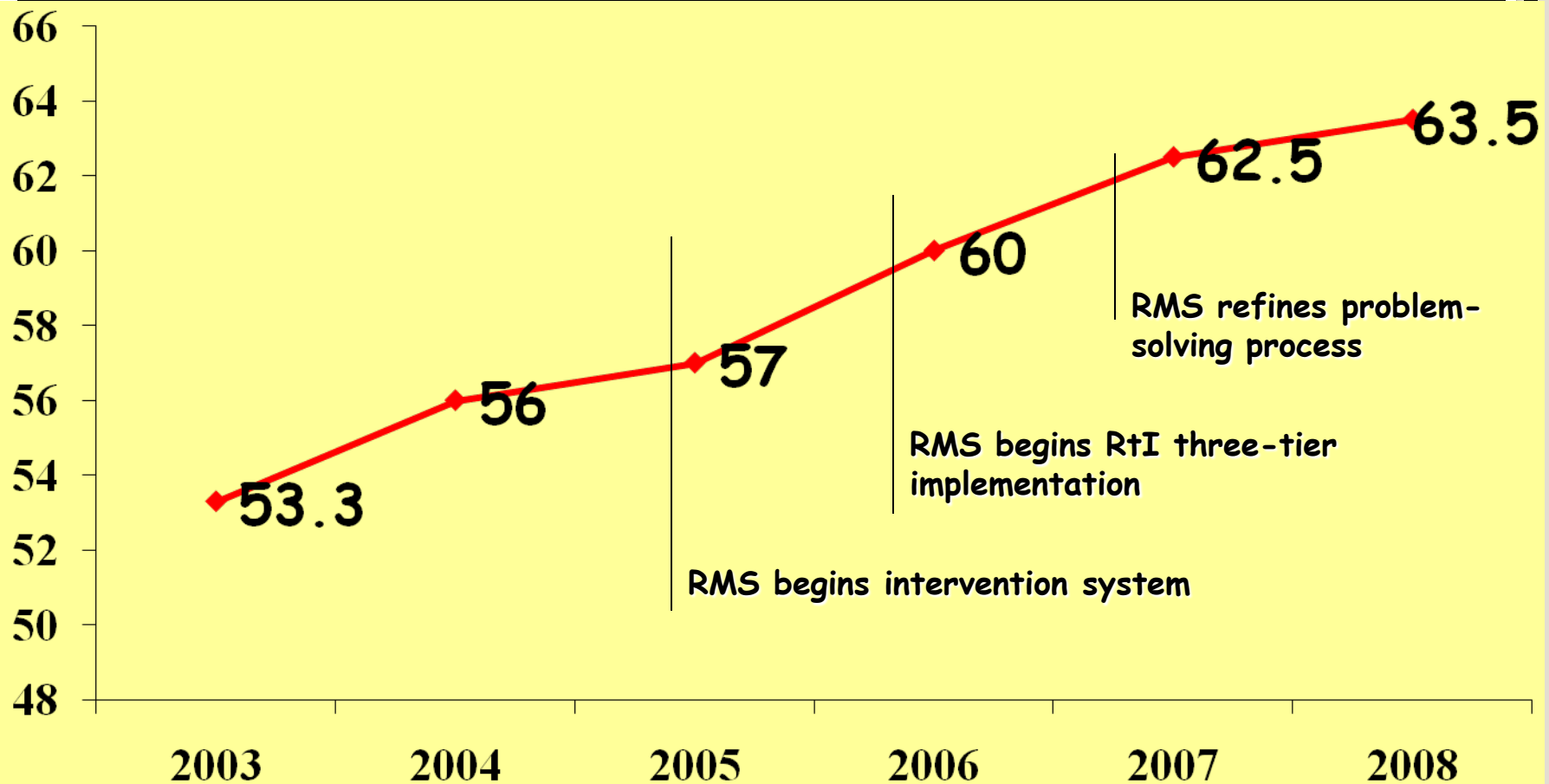
Percent of Students on Free/Reduced Lunch



Russell Middle School

% Proficient + Advanced

CSAP Composite





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Next Steps 2009-2010

- Continue
 - Training
 - Coaching
 - Facilitate sharing best practices
 - School action plans
- Refine tools
 - Define best practice processes
 - Adopt electronic RtI Plan and continue to refine electronic tools to support RtI and PBS
 - Identify and fund effective interventions
- Ongoing work
 - Standard protocol interventions
 - Progress monitoring
 - Use of data
 - Fidelity use of interventions
 - Positive Behavior Support (PBS)
 - Education and training





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Additional Challenges

- Sustainability
- Differentiated Tier I instructional practices
- Training and use of benchmarking tools
- Progress monitoring
- Effectiveness of interventions
- Schedule and high school course credits
- Staff development



- Our goal in District 11 is to ensure that all children have access to high quality instruction and learning opportunities. Struggling learners (low achieving and gifted) are identified, supported and served early and effectively within the instructional framework ***Response to Intervention (RtI)***. Factors essential to the success of the RtI instructional framework require that teachers implement direct instruction and intervention with fidelity and consistency. Schools must implement essential components of RtI with fidelity consistent with critical program design features. Student progress is monitored in a systematic process to examine student achievement and the effectiveness of the curriculum.

- Dr. Nicholas Gledich
Superintendent, School District 11



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**Colorado Springs School District 11
21st Century Graduate**



Academically Prepared

Culturally Competent

Highly Skilled Team Member

Innovative Thinker / Problem Solver

Effective, Efficient User of
Information Technology

Vital Participant in Civic Responsibility

Effective Communicator

**We are
committed to
the GRADUATE**

**Every student
prepared for a
world yet to be
imagined**

RtI References

- Intervention Central; www.interventioncentral.com
- AIMSweb Progress Monitoring and RtI System; www.aimsweb.com
- Doing What Works; www.dww.ed.gov
- Discipline Help: You Can Handle Them All; www.disciplinehelp.com
- The Pikes Peak Literacy Strategies Project; www.pplsp.org
- The National Center on Student Progress Monitoring;
www.studentprogress.org
- Positive Behavioral Interventions and Support; www.pbis.org
- RtI Action Network; www.rtinetwork.org
- Colorado Department of Education/Response to Intervention;
www.cde.state.co.us/RtI/ToolsResourcesRtI.htm
- IDEA Partnership; www.ideapartnership.org/
- NASDSE; www.nasdse.org
- Florida Center for Reading Research; www.fcrr.org
- Colorado Springs School District 11/RtI; www.d11.org/rti
- Derry Township School District;
<http://www.hershey.k12.pa.us/derrytownshipsd/site/default.asp>
- PA Training and Technical Assistance Network; <http://www.pattan.net>
- National Center on Response to Intervention; www.rti4success.org



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Questions & Comments